Intensive PBS

Working with the "Top of the Triangle" at Shasta Middle School

Who we are at Shasta:

- **Evan Rindy**, ASD & Learning specialist, PBS & IPBS team member
- **Alyssa Sumich**, PBS team member & classroom teacher
- **Bert Eliason**, Co-Principal, PBS & IPBS team member, and Oregon PBS Network member

We Hope to Share:

- Intensive PBS can work at middle school
- Brief background on Shasta PBS history
- Shasta IPBS organization
  - Structure
  - Flowchart
- Check and Connect Program
- Opportunity for questions

Shasta Middle School

- Bethel School District in northwest Eugene
- 6, 7, 8th grade ~ about 500 students
- Three houses: Ochocos, Wallowas, Blues
- Six homeroom classes in each house
  - All three grades
  - Once in a house, student usually stays in the house
- Core curriculum taught in-house:
  - Language Arts, Social Studies, Science, Math
- Electives & Pathways rotations outside of house
- Inclusive environment
- Learning specialist & educational assistants assigned to each house

History of PBS at SMS

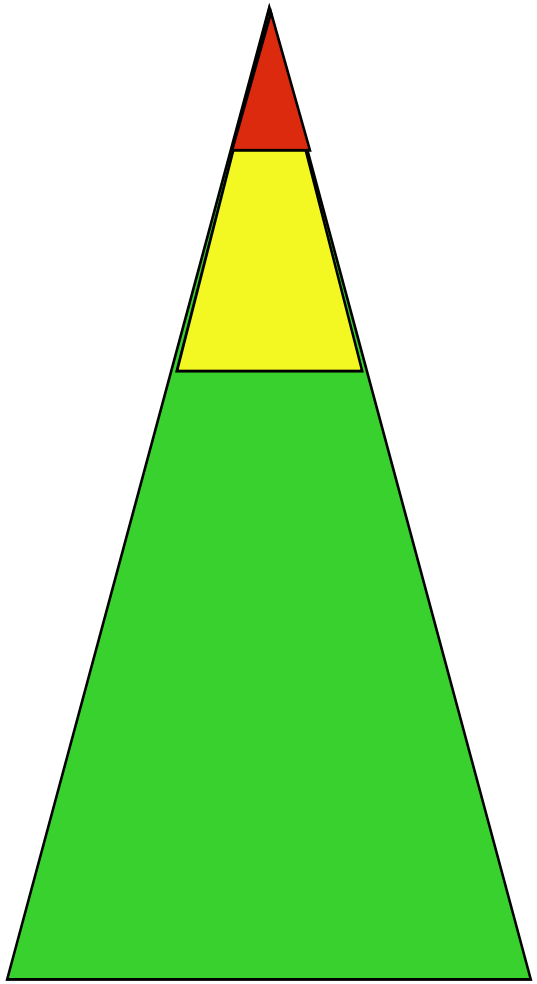
- Bethel School District / UofO partnership
- George Sugai & Rob Horner –
  Effective Behavior Support (EBS)
  - EBS at Shasta
- EBS became PBS
- PBS data from SMS for eleven years
- Bethel/4j IPBS grant in partnership with UofO

Effective PBS Implementation Requires

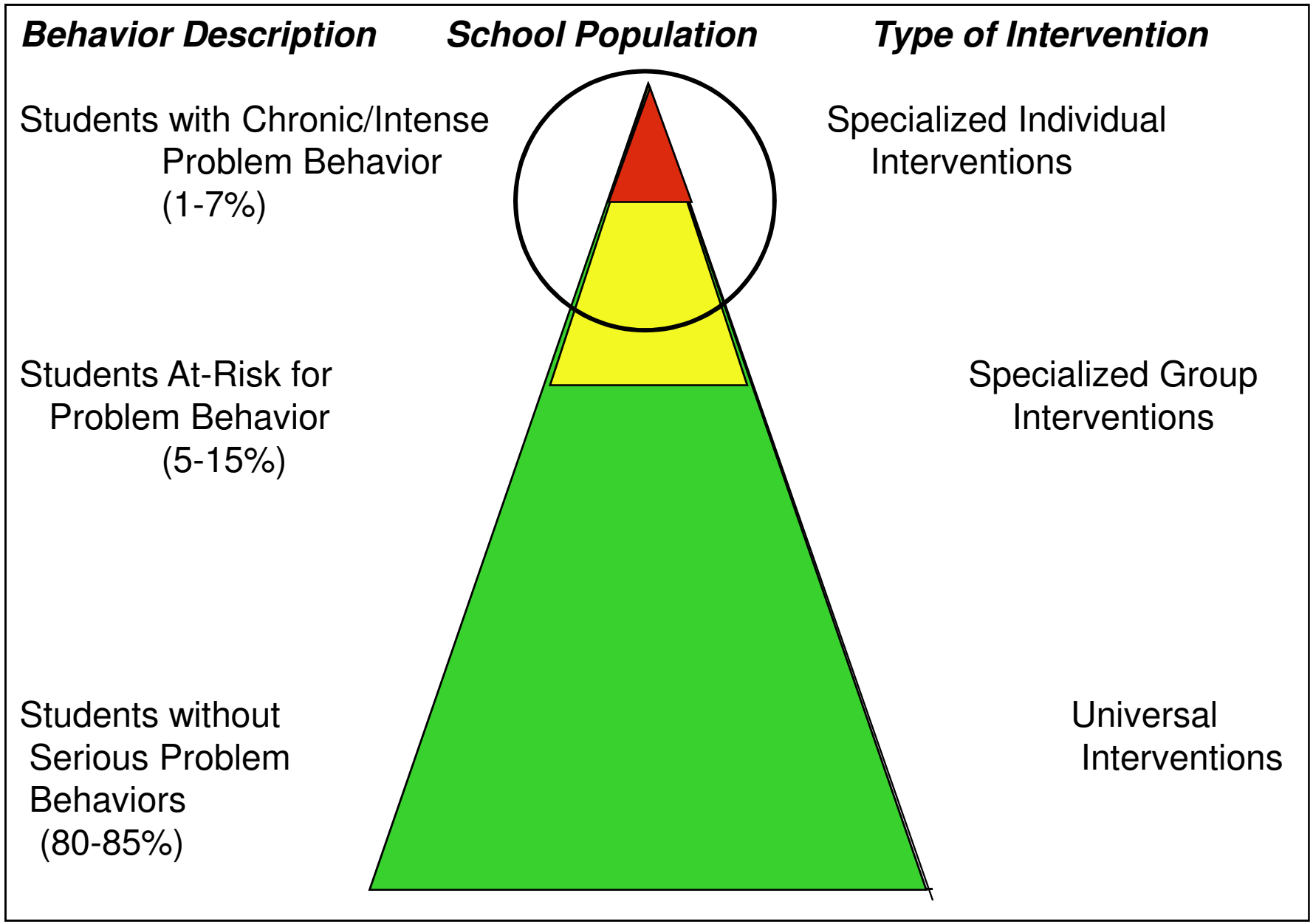
- School-wide PBS implementation
  - Teaching and re-teaching expectations
  - Consistent rewards and consequences
  - Data-based decision making
- ….but….

Effective PBS Implementation Requires

- School-wide PBS implementation
  - Teaching and re-teaching expectations
  - Consistent rewards and consequences
  - Data-based decision making
- ….but…it doesn't always work for all students….



Attending to Students with Individual Behavior Support Needs



Positive Behavior Support Model of Student Populations

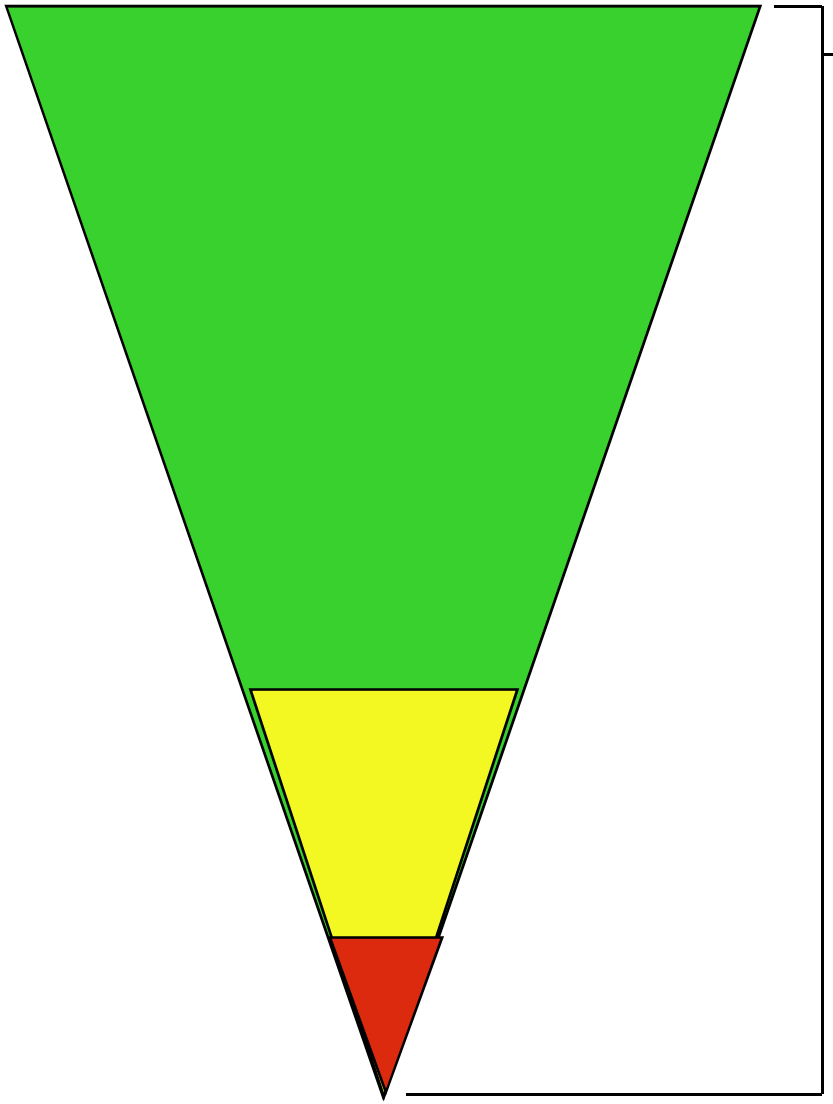
Individual Student Support

- IPBS Goal

  To support students with significant behavioral and/or academic needs

  - Using existing systems
  - Create action plans
  - Monitor performance
  - Modify and accommodate for challenges
  - Communicate success
    - To the Student
    - To the Family
    - To the Staff

IPBS Efforts ~ A Tiered Program



School-wide PBS
Universal or Primary Intervention

- Teach & Re-teach expectations
  - All students
  - All settings
- Consistent enforcement of expectations
  - Positive rewards and recognition
    - Frequent and regularly
  - Negative consequences
    - As needed
- Use data for decision making
- Action plans to address blips in trends
  - Type
  - Location
  - Time
  - Student

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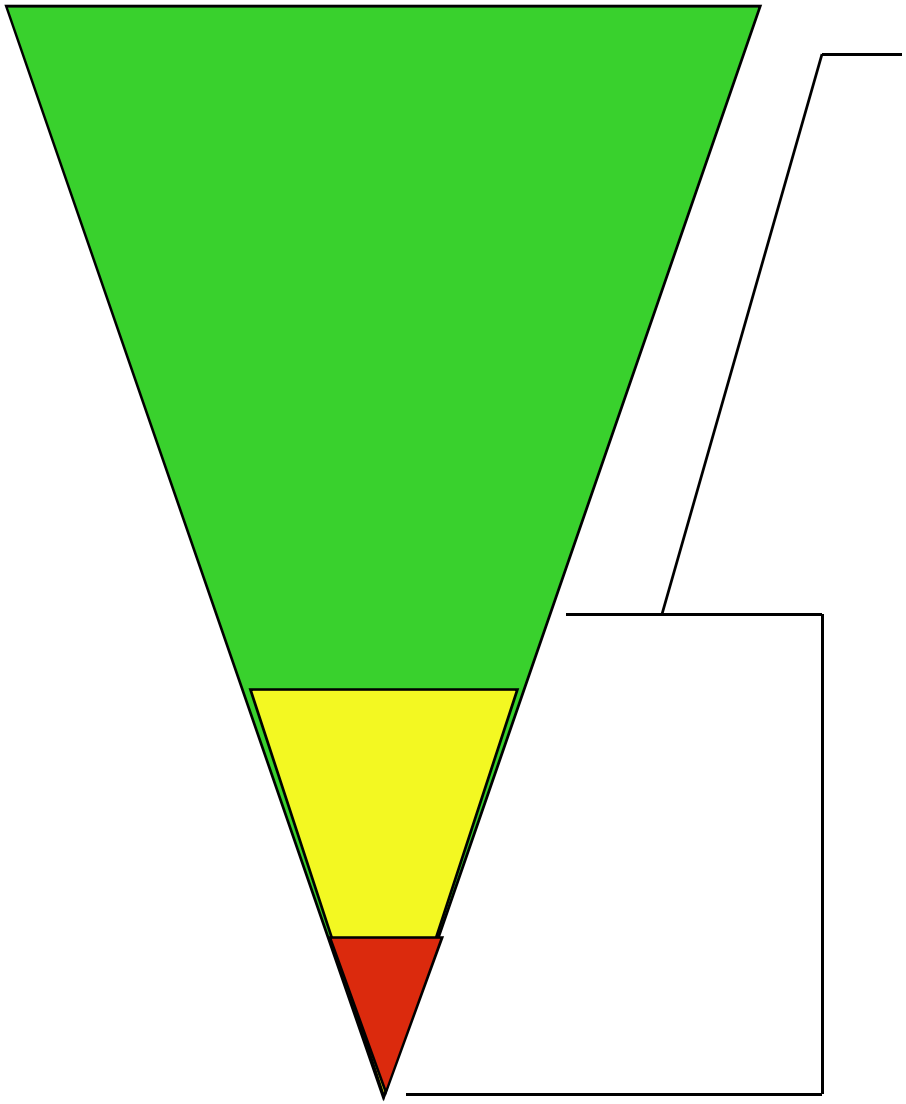

Targeted or Secondary Interventions

Behavior

- Check and Connect Program
- Lunch Bunch
- Counseling Groups
  - Friendship
  - Grief
  - Family
  - Anger Management
- Stars Program
  - 3 Minutes a Day / 3 Times a Week

Academic

- Targeted School-wide Reading Class
- Targeted Math Intervention
- After-school Homework Help

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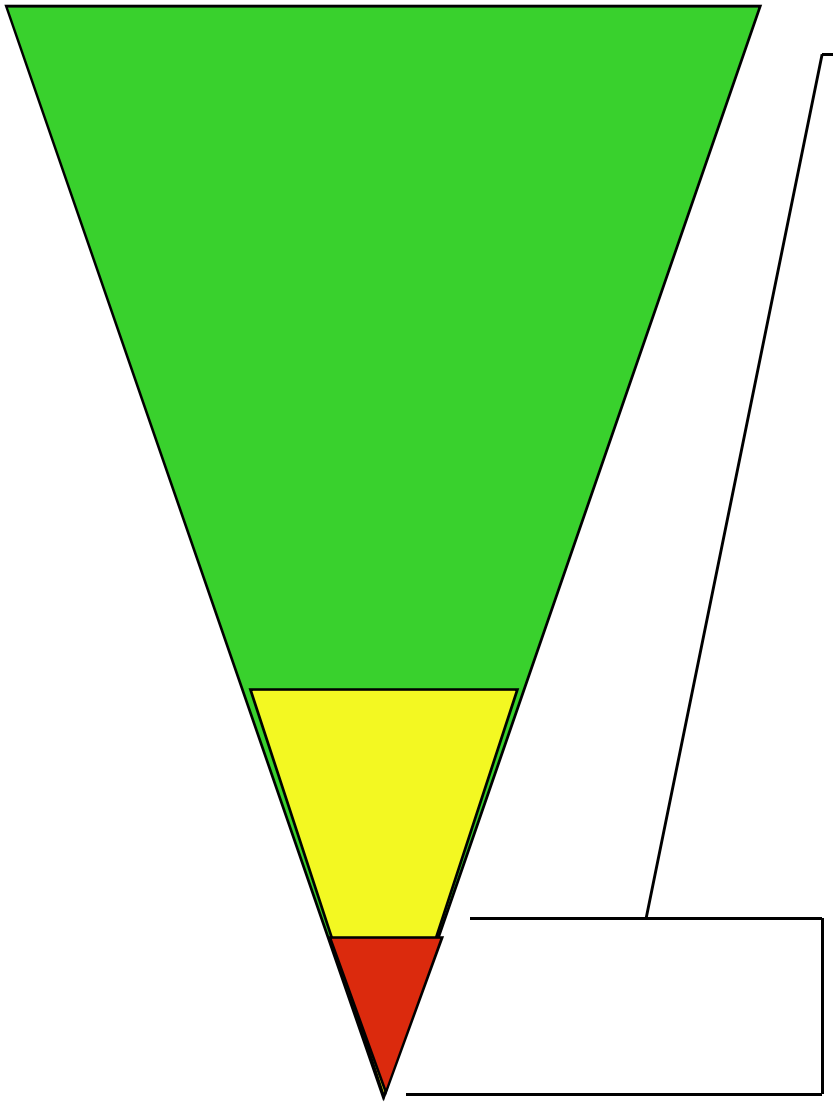

Intensive or Tertiary Interventions

- Behavior Support Plans
  - Teacher Assistance Team
  - Competing Pathways Model
  - Regular progress monitoring
    - Fidelity of Implementation
    - Student Progress
- Students on specific point sheets
  - Customized to fit situational context
  - Regular progress monitoring
    - Fidelity of Implementation
    - Student Progress
- Individual counseling
  - Staff
  - Counselor
  - Administrator
- Alternative settings

What does this look like at Shasta Middle School?

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	PBS Team Meeting (AM)	Staff Meeting (AM) **Check and Connect Team Meeting** (PM)		
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IPBS Team

- Dedicated to students who need additional support
  - Review student information
  - Create plans for support
  - Monitor implementation and performance
  - Revise plans as needed

Monitoring Intensive Student Support

- At Shasta:
  - IPBS team comprised of:
    - Teachers
    - Learning specialists
    - Check and Connect (CnC) facilitator
    - Quiet Room monitor
    - Counselors
    - Administrators
    - District IPBS member
    - U of O Support person

Identification for IPBS Help

- *Request for Assistance* from Staff to IPBS Team
  - Academic
  - Behavioral
- Students with 3 or more referrals
  - This number changes with time
- Students on IEPs with Behavior Support Plans
- New students identified as having behavior problems at previous school
- Universal screening tool

IPBS Meetings ~ Before

- Solicitation of Information
  - Targeted students
    - Check and Connect
    - Lunch Bunch
    - Counseling groups
  - Intensive students
    - Behavior Support Plans
    - Student with IEPs w/ behavior goals
  - SWIS identified students (Discipline Referrals)
  - Requests for Assistance
  - Attendance Issues

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IPBS Meetings ~ Agenda

- To Do list from:
  - Last IPBS meeting
  - Last CnC meeting
- Summary of
  - Targeted and Intensive Interventions
  - Current RFAs
  - SWIS data report
  - Attendance report
- New items for discussion

January 29, 2009

Review of Jan 16 IPBS and Jan 21 CnC To Do Lists Page 2

Data to Share

Targeted Interventions

Check and Connect Progress to date– Page 3

31 on CnC, 1 informal
23 doing well
8 to discuss ~ [

Targeted Intervention Summary Sheet Page 4

Counseling Groups
Friendship Groups ~ (17 students [8-6th, 3-7th, 6- 8th])
4 current ~
Anger Management ~(5 students [4-6th, 1-7th])
Girls Group ~ (2 students [1-6th, 1-7th])
Social Thinking Groups ~ (19 students [5-6th, 8-7th, 6-6th])
Lunch Bunch ~ (33 students [16-6th, 8-7th, 9-8th])
Teacher Point Sheets~ (3students [1-6th, 2-7th])

Intensive Interventions Summary Sheet Page 5

Students on IEPs w/ behavior goals ~ (13 students [5-6th, 6-7th, 2-8th])
Students on BSPs ~ (3 students [1-6th, 2-8th])

Current RFAs Pages 6

One new RFA:
22 to date, all but one attended to quickly

SWIS data Page 7

193 referrals to date
9 with four or more referrals; 13 have three, 28 have two; 45 have one
Roughly 4% in the red zone (3+), 15% in the orange (2-1) 81% doing OK

Attendance data Page 8

27 students missing more than 15%, 5 have moved or transferred
12 Attendance letters sent so far, 20 graphs created to be mailed
Two families cited

Other

Universal screener early results
Review new "To Do List"
Upcoming dates
February 4th ~ Check and Connect Meeting
February 13th ~ IPBS Meeting

Sample IPBS Agenda

IPBS Meetings ~ After

- Minutes
  - The skeleton for these is done before the meeting
  - Note taker fills in information as team discusses each student
  - Create new “To Do List”
  - Sent to all staff and IPBS team members

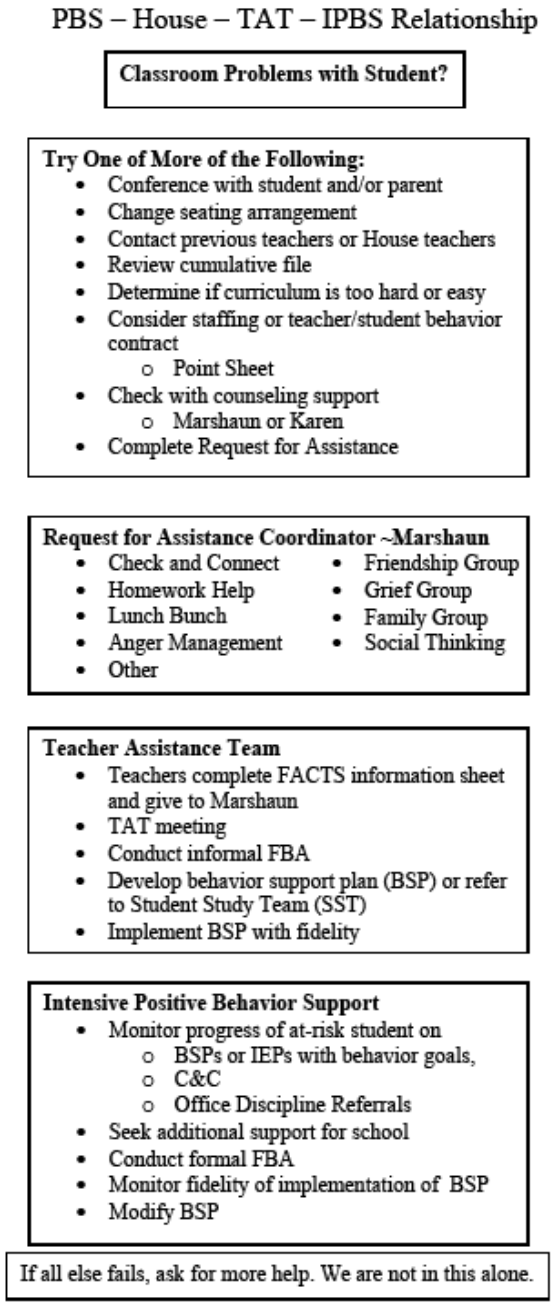
IPBS in Action

What is the IPBS process?

- How does a student in a PBS school end up on IPBS?
- How does a teacher ask for help with a difficult student?
- What happens when PBS/IPBS processes don’t work?

What do we do when PBS doesn't seem to be working…?

Go to the PBS – IPBS Flow Chart



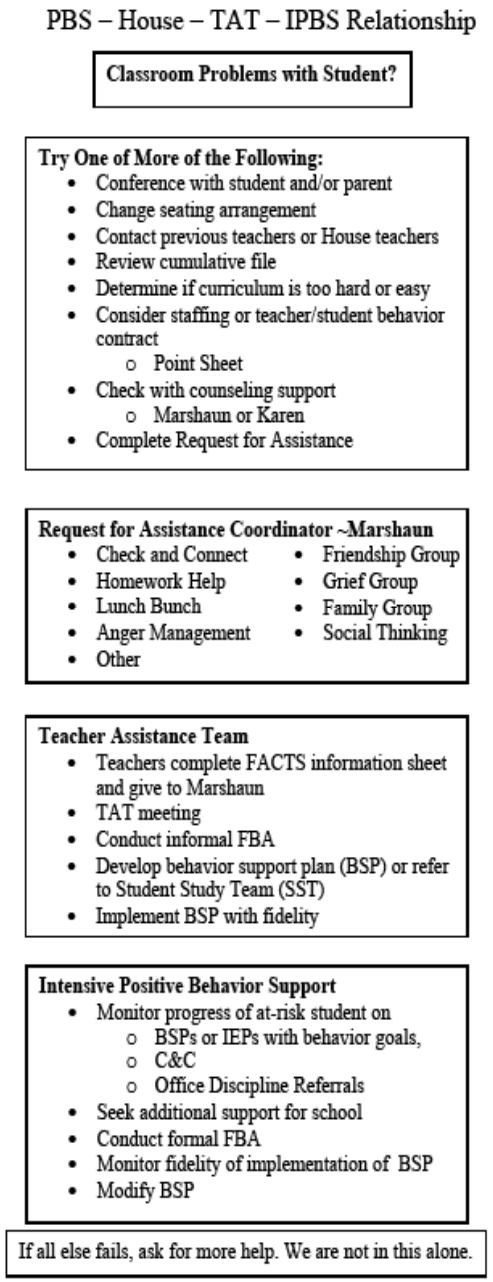
Before IPBS Help

From ~ *Flow Chart for IPBS Help*

- **Try One of More of the Following:**
  - Conference with student and/or parent(s)
  - Change seating arrangement
  - Contact previous teachers or House teachers
  - Review cumulative file
  - Determine if curriculum is too hard or easy
  - Consider staffing or individual behavior contract
  - Teacher created Point Sheet
  - Check with counseling support

So you've tried things here…

…and nothing seems to work?



PBS – House – TAT – IPBS Relationship

Classroom Problems with Student?

Try One of More of the Following:

- Conference with student and/or parent
- Change seating arrangement
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- Review cumulative file
- Determine if curriculum is too hard or easy
- Consider staffing or teacher/student behavior contract
  - Point Sheet
- Check with counseling support
  - Marshaun or Karen
- Complete Request for Assistance

Request for Assistance Coordinator ~Marshaun

- Check and Connect
- Homework Help
- Lunch Bunch
- Anger Management
- Other
- Friendship Group
- Grief Group
- Family Group
- Social Thinking

Teacher Assistance Team

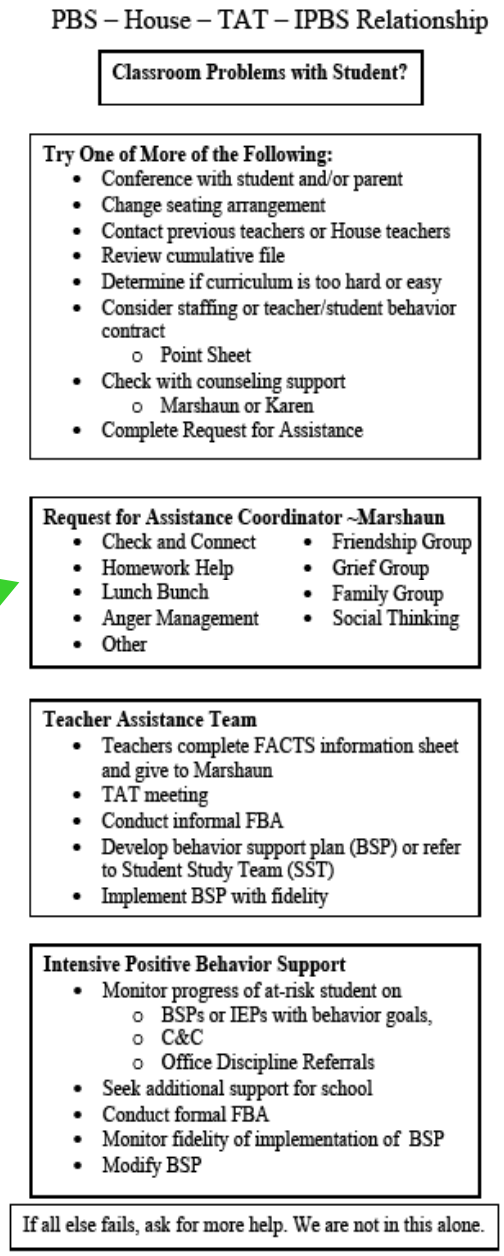
- Teachers complete FACTS information sheet and give to Marshaun
- TAT meeting
- Conduct informal FBA
- Develop behavior support plan (BSP) or refer to Student Study Team (SST)
- Implement BSP with fidelity

Intensive Positive Behavior Support

- Monitor progress of at-risk student on
  - BSPs or IEPs with behavior goals,
  - C&C
  - Office Discipline Referrals
- Seek additional support for school
- Conduct formal FBA
- Monitor fidelity of implementation of BSP
- Modify BSP

If all else fails, ask for more help. We are not in this alone.

…complete a Request for Assistance



Request for Assistance Form

PBS

Request for Assistance

Student:	Grade:	Teacher:	Date:

Type of Concern: ☐ Academic ☐ Behavioral

1. What's the Problem? (Check all that apply.)

☐ Academic performance ☐ Work completion ☐ Noncompliance ☐ Upset/Crying
☐ Inappropriate language ☐ Disruptive/Talk-out ☐ Fighting/Aggression ☐ Withdrawn

☐ Other _____

2. Please fill out the student's schedule:

Time	Subject/Activity	Teacher	What problem?	How Likely? Low High
				1 2 3 4
				1 2 3 4
				1 2 3 4
				1 2 3 4
				1 2 3 4
				1 2 3 4
				1 2 3 4
				1 2 3 4

	Transitions			1 2 3 4

(More questions on back.)

3. If the problem includes academic concerns, what are the most recent scores, data, etc? (ORF, OSAT, report card, assignments, etc)

_____

_____

4. If the problem includes behavior concerns, the single most important behavior of concern is _____.

Please identify possible motivating factors for this behavior:

Get/Obtain
___Adult/peer attention
___Preferred activity
___Preferred object

Escape/Avoid
___Work
___Adult/peer attention
___Activity

5. What strategies have been tried to solve the problem?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

What Does IPBS Team do with an RFA

- Consider whether Targeted Intervention will work
  - Check and Connect
    - Is the student Adult Attention maintained?
  - Lunch Bunch
  - Counseling Groups
  - Stars Program
  - After-school Help
  - School Job
  - Voyager Math
- Determine whether TAT meeting is needed
  - Teacher Assistance Team

Targeted Interventions

Targeted Intervention	Check and Connect	Social Thinking	Lunch Bunch	Counseling Groups Friendship/Grief/Anger	Voyager Math
Intervention-Specific Features					
Provides access to positive adult attention	Yes	Yes	Yes	Yes	Yes
Provides access to peer attention	No	Yes	Yes	Yes	
Provides access to choice of alternatives/activities	Yes	Yes	Yes		
Provides option for avoiding aversive activities	No	Yes	Yes	Yes	
Provides option for avoiding aversive social peer/adult attention	No		Yes	Yes	
Includes structured prompts for 'what to do' throughout the day	Yes	Yes		Yes	
Offers skill training in deficit area		Yes		Yes	Yes

Check and Connect

A Targeted Intervention

at

Shasta Middle School

Check and Connect Program for At-Risk Students Who Respond to Adult Attention

Check and Connect

- Check and Connect (CnC)
- Targeted or Secondary Intervention
- Designed to provide:
  - Positive adult attention
    for students at risk of developing or exhibiting serious or chronic behavior problems

Check and Connect

- Components of CnC program
  - Positive adult connection
  - Daily check-in and check-out
    - Beginning of day
    - Each class period
    - End of day
  - Clearly defined goals and expectations
  - Instruction on behavior expectations
  - Monitored daily using the *Student Support Program Progress Report* (aka: Check and Connect Point Sheet)

Check and Connect

- **Components of CnC program (continued)**
  - Increased recognition and incentives for:
    - Following expectations
    - Completing point sheet
  - Data system
    - Monitor student progress
    - Collect information about behavior trends
      - Type, Time, Location, Motivation
    - Graphic display of student progress
    - CnC team meets bi-monthly to monitor progress
  - Communication home

Role of CnC Facilitator

- Check-In:
  - Greet each student and ask about their morning
  - Check whether they have all their supplies
    - Provide what they need to be successful for the day
  - Advise if they will have any:
    - Substitute teachers
    - Anticipated schedule disruptions
  - Provide students who missed breakfast with snack
  - Re-teach behavior expectations
  - Provide positive adult connection

Role of Classroom Teacher

- Beginning of period
  - Positive greeting
  - Prompt for day's schedule
  - Check for supplies and assignments
  - Prime for success with planted question
- End of period
  - Positive closure
  - Review day in class
  - Complete Check and Connect Point Sheet

Role of CnC Facilitator

- Check-Out:
  - Visit with each student before they leave for home
  - Review point sheet
    - Did student reach goal?
      - Yes ~ Give positive attention and praise
      - No ~ Debrief point sheet reductions
        - Give positive attention for turning in point sheet
        - Give encouragement for next day
  - Share daily point sheet graph with student so they can see their progress

Possible Weekly CnC Incentives

- 100% Video passes, Splash coupons, pizza coupons, manipulatives, toys, etc.
- 90% Posters, fruit juices, hacky sacks, Front of the Line passes
- 80% Pens, mechanical pencils, playing cards, gum
- Other rewards developed on an individual basis

Incentives in the CnC Program

- Daily
  - Each student receives a small reward for turning in their point sheet
- Weekly
  - Students who meet their goal
    - Based on percentage of their weekly points
- Other individual incentives
  - Developed from student interviews

Check and Connect Meetings

- Bi-weekly
- Review student progress
  - Targeted interventions
    - Print out CnC graphs and schedules
    - Lists of students in other groups (Counseling, Lunch Bunch, etc.)
  - Intensive interventions
    - Lists of student involved (BSPs, IEPs w/ Behavior Goals, contracts, etc.)
  - SWIS data
  - Requests for Assistance
- Develop action plan
  - Who, What, When
- Distribute minutes to IPBS team members
  - Include minutes in next IPBS meeting agenda

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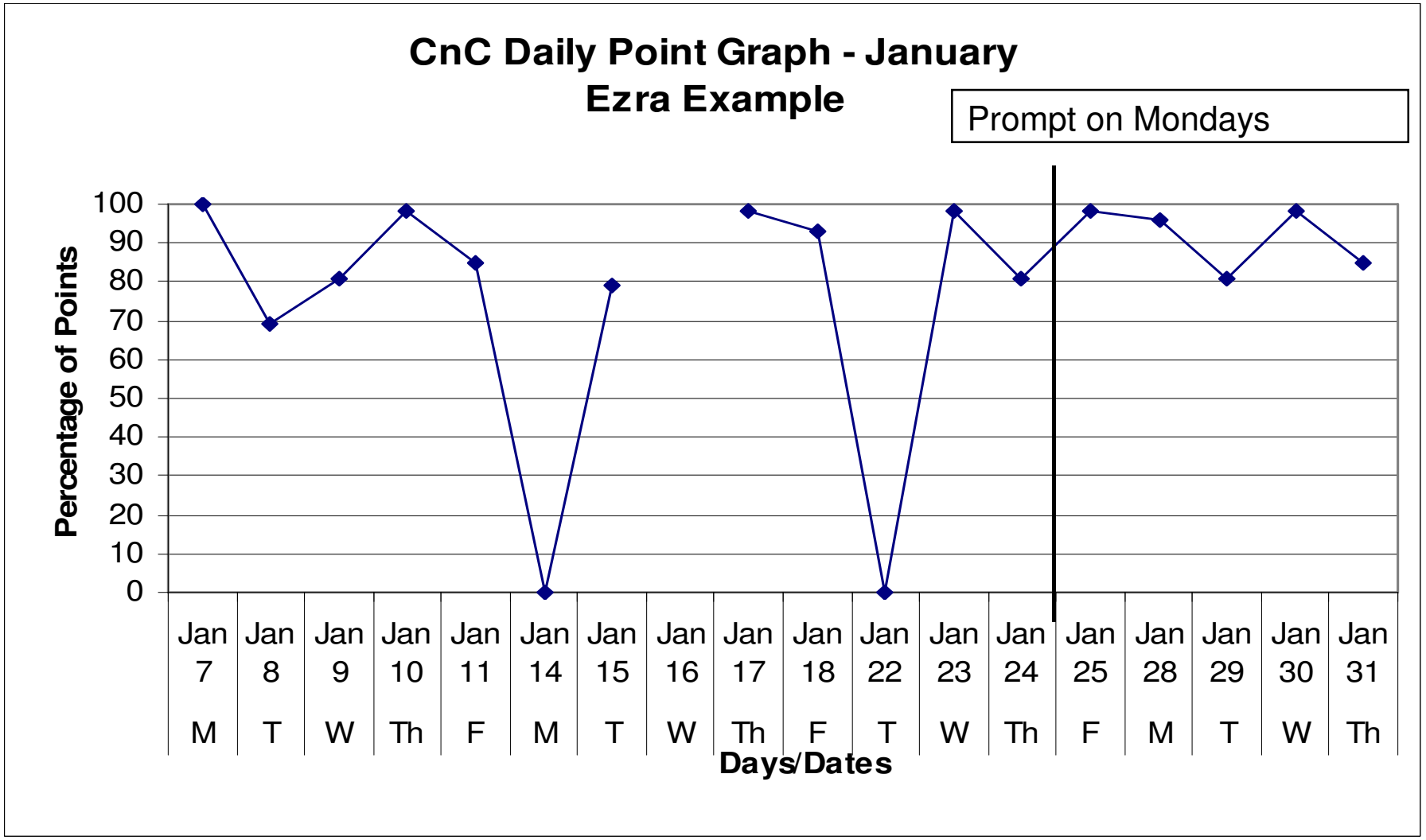
Check and Connect Graph



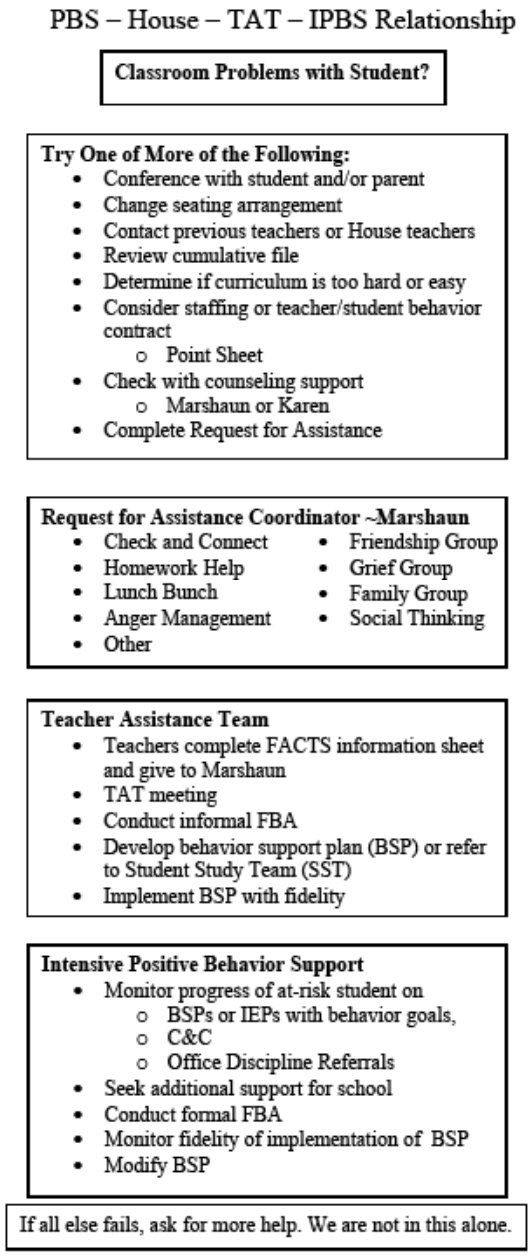
Check and Connect Table

	F	M	T	W	Th	F	T	W	Th	F	M	T
	Jan 11	Jan 14	Jan 15	Jan 16	Jan 17	Jan 18	Jan 22	Jan 23	Jan 24	Jan 25	Jan 28	Jan 29
	85	0	79		98	93	0	98	81	98	96	81
Period		lost sheet		Absent			Did not CO					Period
1						o1						1
2	o1					e1o1					o1	2
3	o1		o1					o1			o1	3
4/5			e0o0s1						m			m	4/5
6	e1o1											6
7												7
8	s0		e0o1		e1				e1o1	o1		e1o1	8

IPBS

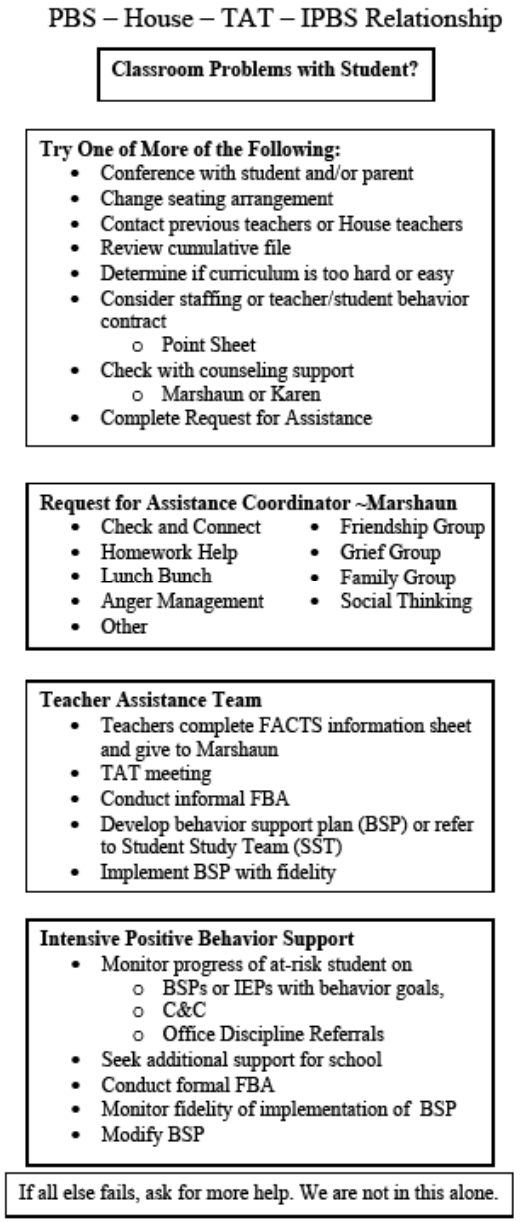
Back to the Process

…but what if Check and Connect or other targeted interventions don't work?



…….if
Check and Connect or other targeted interventions don't work….

….refer to Teacher Assistance Team



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Teacher Assistance Team

Helping Teachers

Implement

Viable (and Valuable)

Behavior Support Plans

Teacher Assistance Team Goal

- Supporting teachers who would like help working with behaviorally or academically challenged students
  - Review student information
  - Help teachers create plan a function-based support plan
  - Monitor implementation and performance
  - Revise plans as needed

Teacher Assistance Team ~ Who attends?

- Full-time TAT members:
  - Someone knowledgeable about creating
    - Behavior Support Plans
      - *Competing Pathways Model*
    - Counselors
  - CnC facilitator
  - Co-Principals
- For each student brought to TAT:
  - All teachers of the student
  - Learning specialist from the house
  - Interested parties

What does the Teacher Assistance Team do?

- Before the meeting:
  - Gather FACTS
    - *Functional Assessment Checklist for Teachers and Students*
  - Review cumulative file
  - Review recent attendance, academic, and behavioral performance
  - Build basic hypothesis
    - What motivates the student to continue the behavior in this context or setting?
    - ABC ~ Antecedent, Behavior, Consequence

FACTS

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1

Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Step 2

Student Profile: Please identify at least three strengths or contributions the student brings to school.

_____
_____

Step 3

Problem Behavior(s): Identify problem behaviors

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal Harassment	___ Work not done	___ Other _____
	___ Verbally Inappropriate	___ Self-injury	

Describe problem behavior: _____

Step 4

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
		Low 1 2 3 4 5 6 High	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

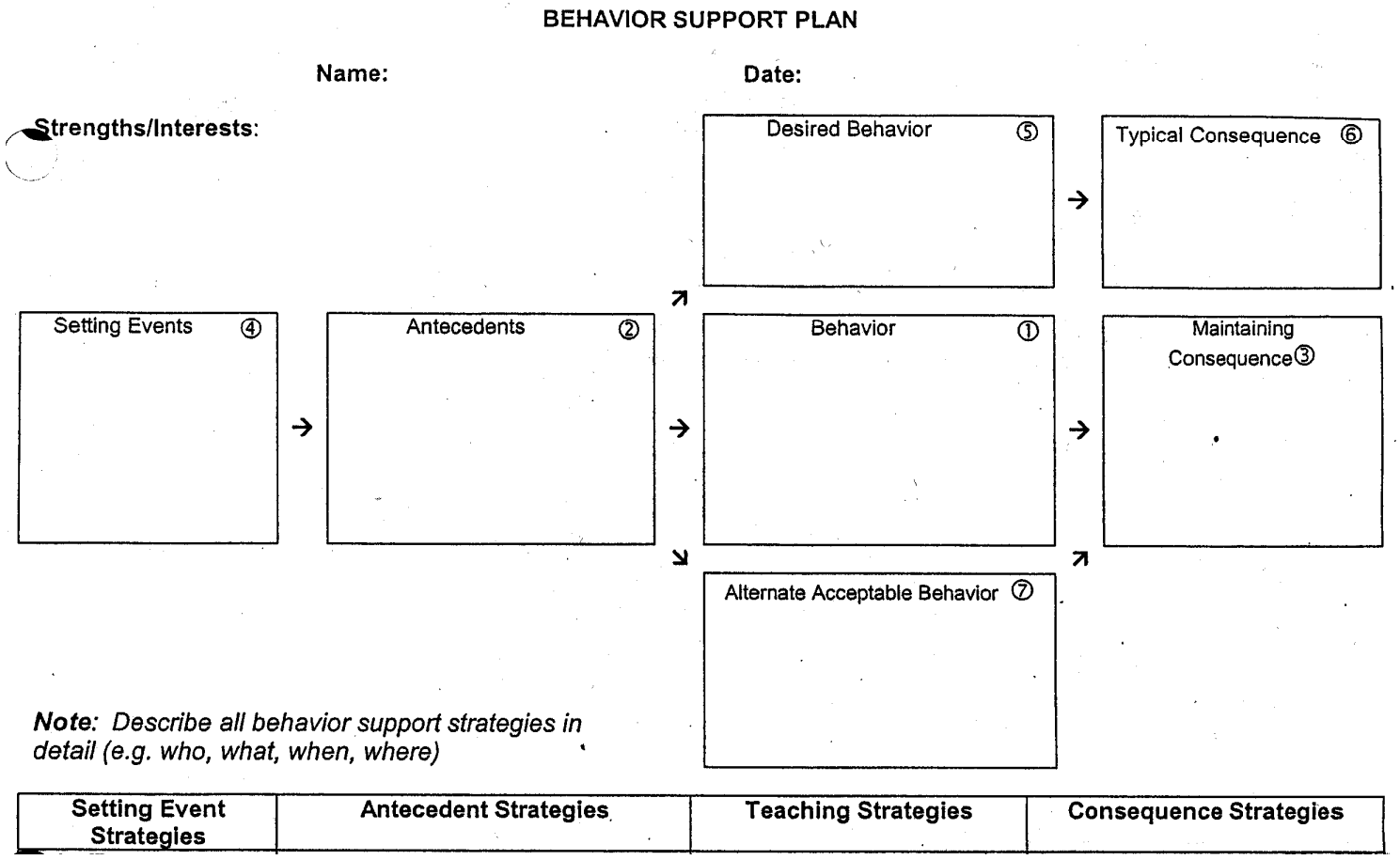
Step 5

Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

What does the Teacher Assistance Team do?

- Meeting Agenda
  - Review briefly
    - Student strengths
    - Cumulative file review
    - Current academic, attendance, & behavioral progress
    - Teacher feedback ~ *FACTS sheet*
    - State and check hypothesis for motivation of behavior
  - Complete the *Behavioral Support Plan* diagram
    - *Competing Pathways Model*
  - Develop function-based BSP
  - Create a monitoring system and plan follow-up

Behavior Support Plan
(Competing Pathways Model)



BEHAVIOR SUPPORT PROMPTS

"What is fair is not always the same. Fair is when everyone gets their needs met."

Behavior
What is the behavior of concern?
What does it look like?
How often does it occur?
How bad is it (1-10)?

Antecedent
Confirm when and where, and what triggers, what happens before?

Maintaining consequence
Confirm why they think the behavior is occurring

Setting events
Are there certain things that make the behavior more likely to happen?
Lack of sleep
Allergies
Conflict at home or on bus
Hungry
Medications

Desired Behavior
What do you want them to do?

Alternate acceptable
What could _____ do, that works better for you and still gives them access to _____?
Remember they need to get what's maintaining their behavior

Planning & strategies
Let's talk about strategies that might work.

What does the Teacher Assistance Team do?

- After the meeting:
  - Publish and distribute Behavior Support Plan to all teachers and record keepers
  - Follow-up with the student
  - Monitor for implementation
    - Data collection
    - Fidelity of implementation
  - Follow-up at IPBS

…but what if the BSP is being implemented with fidelity and the plan doesn't seem to be working?

PBS – House – TAT – IPBS Relationship

Classroom Problems with Student?

Try One of More of the Following:
- Conference with student and/or parent
- Change seating arrangement
- Contact previous teachers or House teachers
- Review cumulative file
- Determine if curriculum is too hard or easy
- Consider staffing or teacher/student behavior contract
  - Point Sheet
- Check with counseling support
  - Marshaun or Karen
- Complete Request for Assistance

Request for Assistance Coordinator ~Marshaun
- Check and Connect
- Homework Help
- Lunch Bunch
- Anger Management
- Other
- Friendship Group
- Grief Group
- Family Group
- Social Thinking

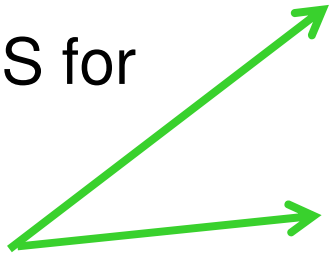
Teacher Assistance Team
- Teachers complete FACTS information sheet and give to Marshaun
- TAT meeting
- Conduct informal FBA
- Develop behavior support plan (BSP) or refer to Student Study Team (SST)
- Implement BSP with fidelity

Intensive Positive Behavior Support
- Monitor progress of at-risk student on
  - BSPs or IEPs with behavior goals,
  - C&C
  - Office Discipline Referrals
- Seek additional support for school
- Conduct formal FBA
- Monitor fidelity of implementation of BSP
- Modify BSP

If all else fails, ask for more help. We are not in this alone.

But what if the BSP is being implemented with fidelity, but the plan doesn't seem to be working?

….refer back to IPBS for further review and consideration…



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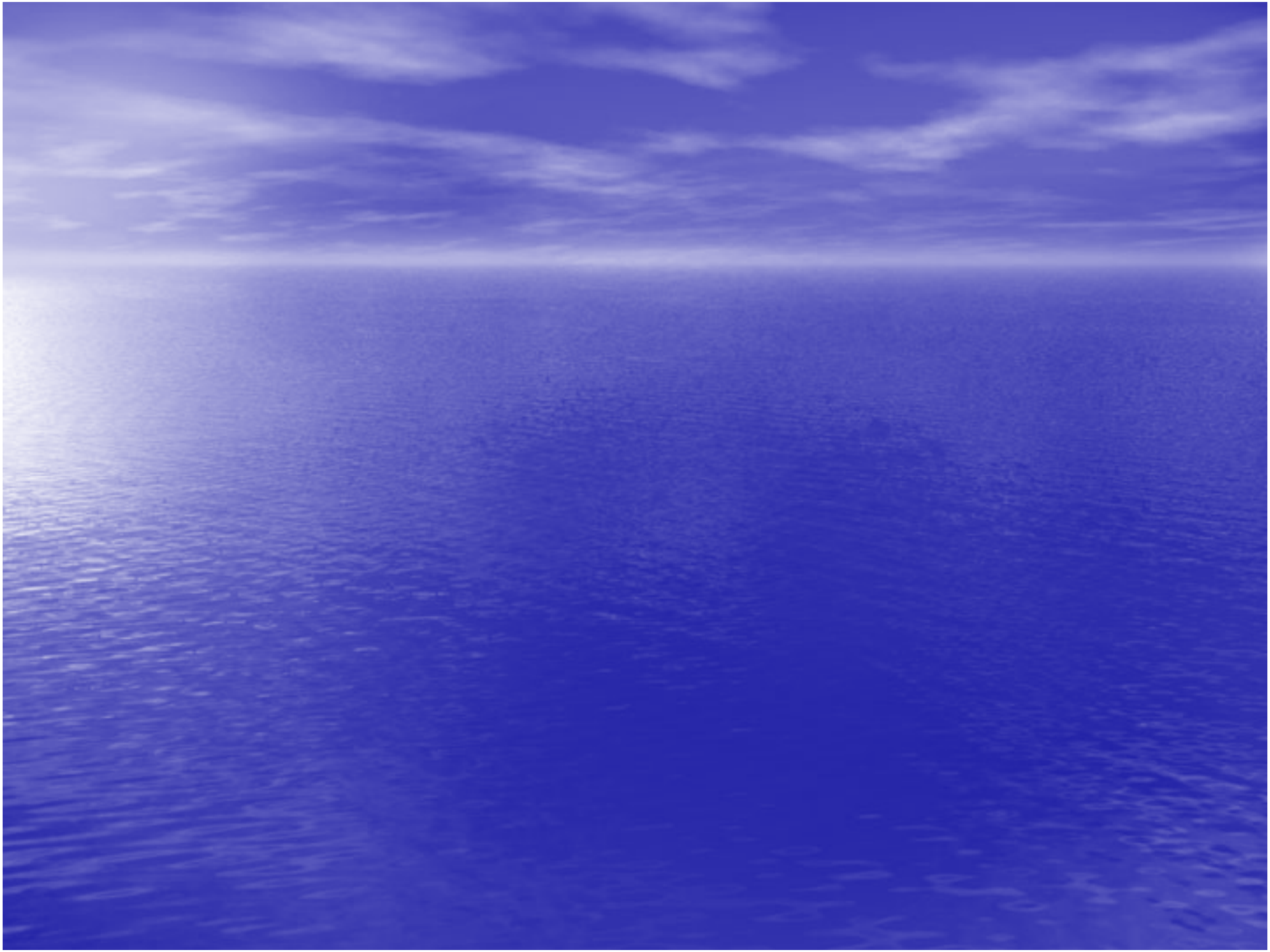

?????

How Do We

Do All of This?

How do we do this?

- Three requirements for success
  - School-wide PBS fully established, firmly in place
    - History of 80-80 on SET (System-wide Evaluation Tool)
  - Strong IPBS team
    - Knowledgeable about behavior support
    - Committed to student success
    - Understand time commitment
  - Strong administrative buy-in

How do we do this?

- Funding
  - PBS funds (dedicated support from the district)
  - IPBS grant funds
  - Principal's account
  - Parent Teacher Organization
  - Community donations
    - Patrons
    - Business
    - Volunteers
  - Staff donations
    - Time
    - Energy

Monday	**Tuesday** PBS Team Meeting (AM)	**Wednesday** Staff Meeting (AM) Check and Connect Team Meeting (PM)	**Thursday**	**Friday**
Monday Solicit Information for IPBS Meeting (AM)	**Tuesday**	**Wednesday**	**Thursday** Agenda for IPBS Meeting (PM)	**Friday** IPBS Meeting (AM)
Monday	**Tuesday**	**Wednesday** Check and Connect Team Meeting (PM)	**Thursday**	**Friday**
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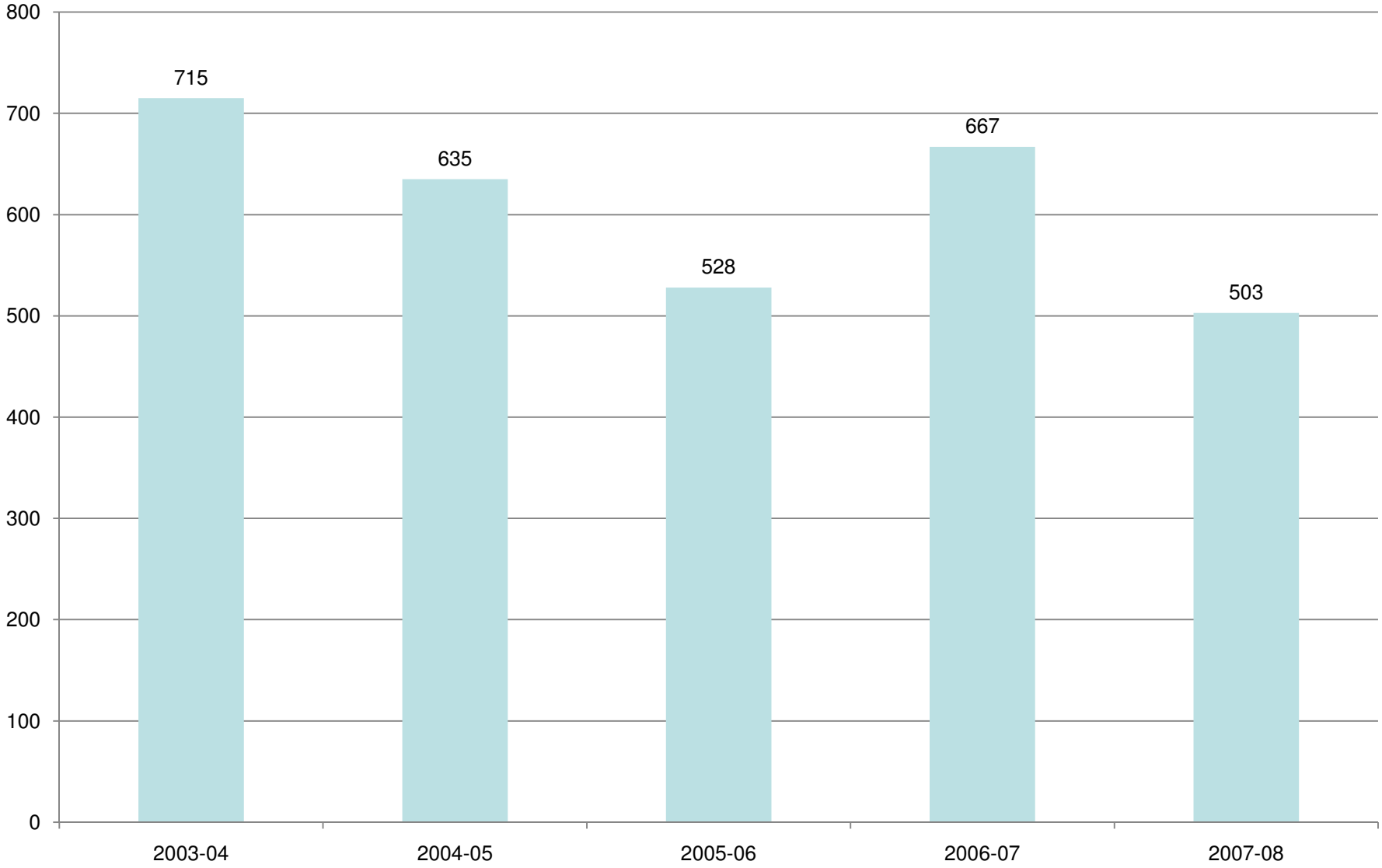
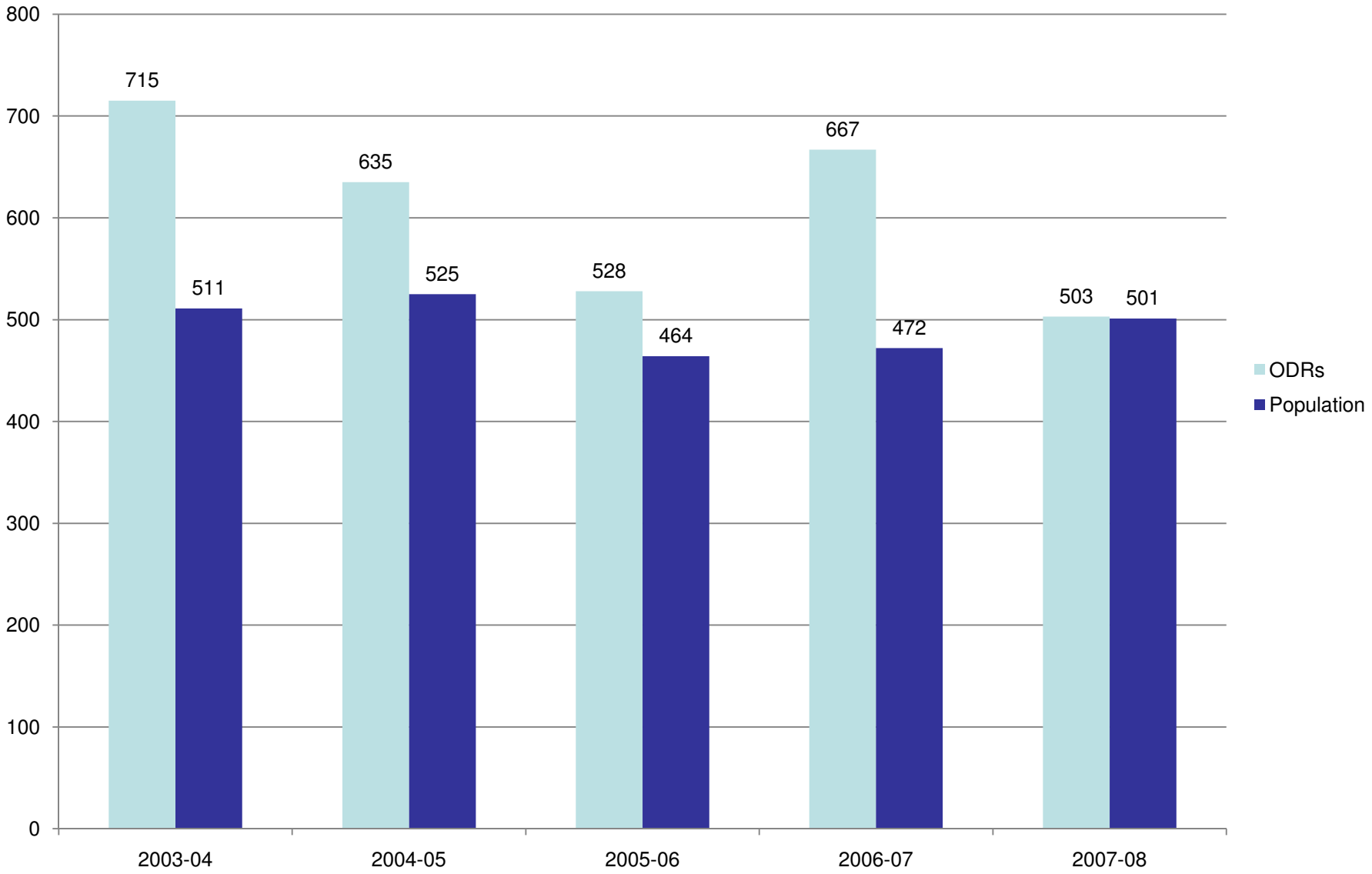
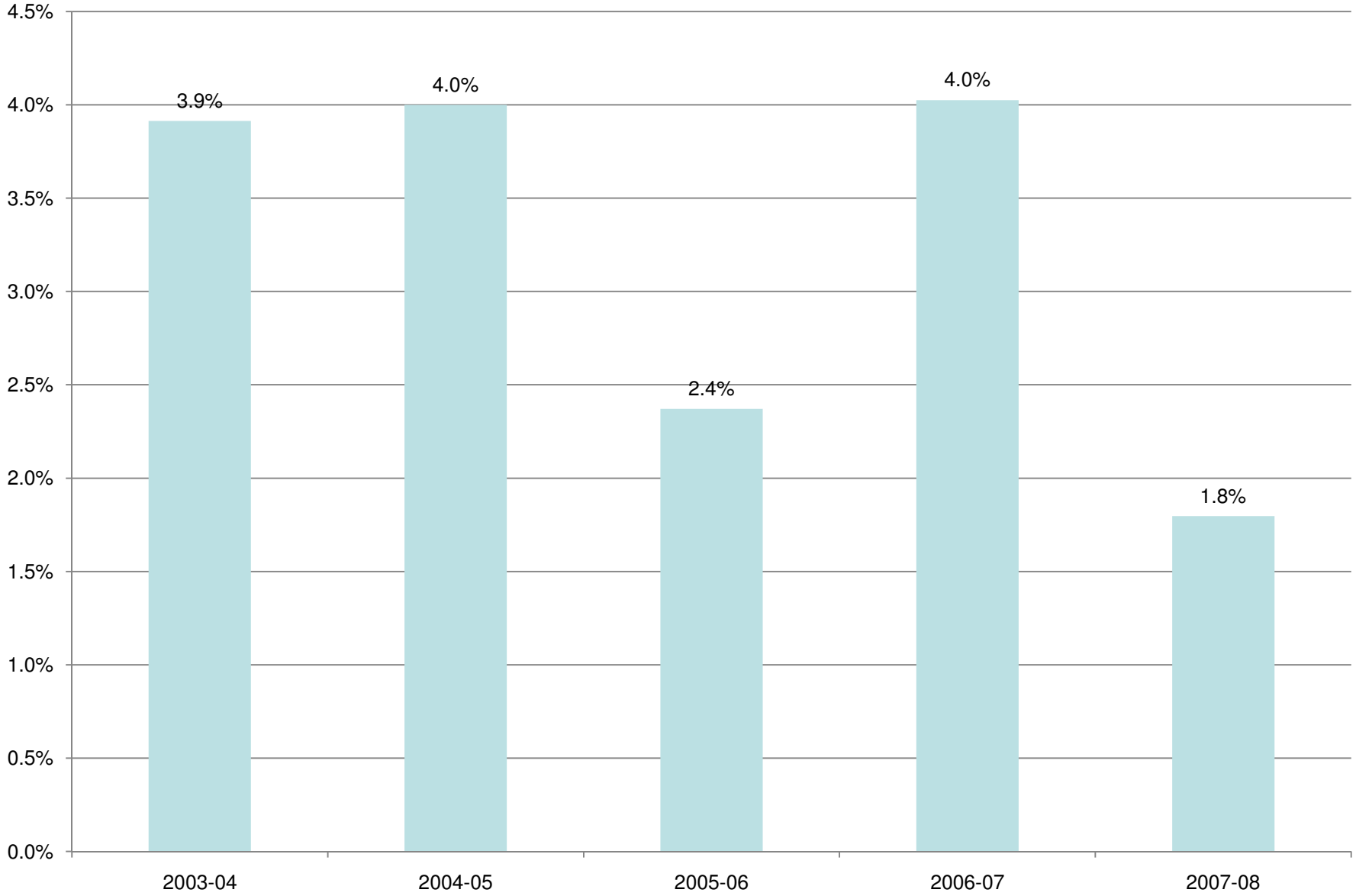
Historical Performance
Total Office Discipline Referrals per Year



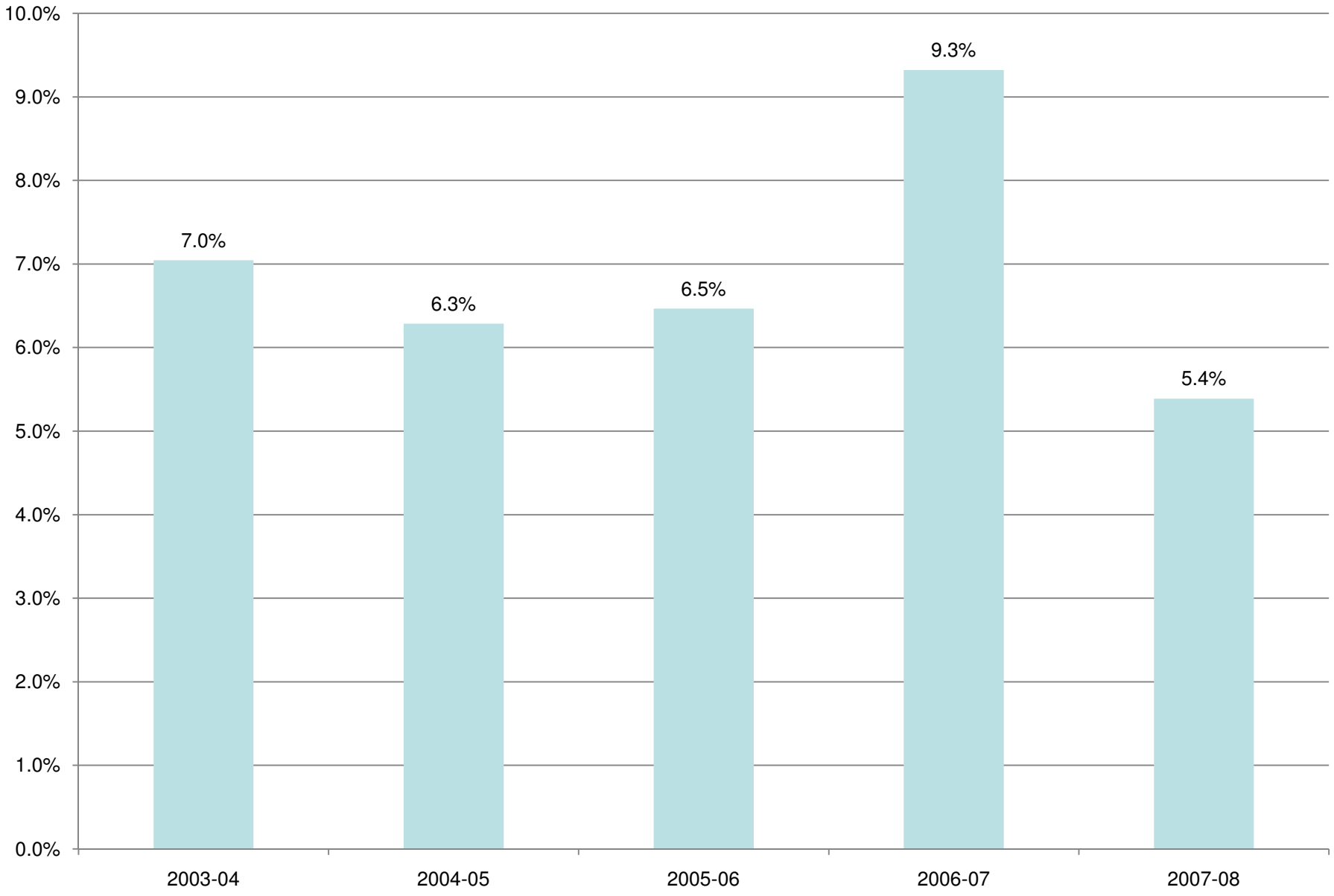
ODRs Compared to School Population



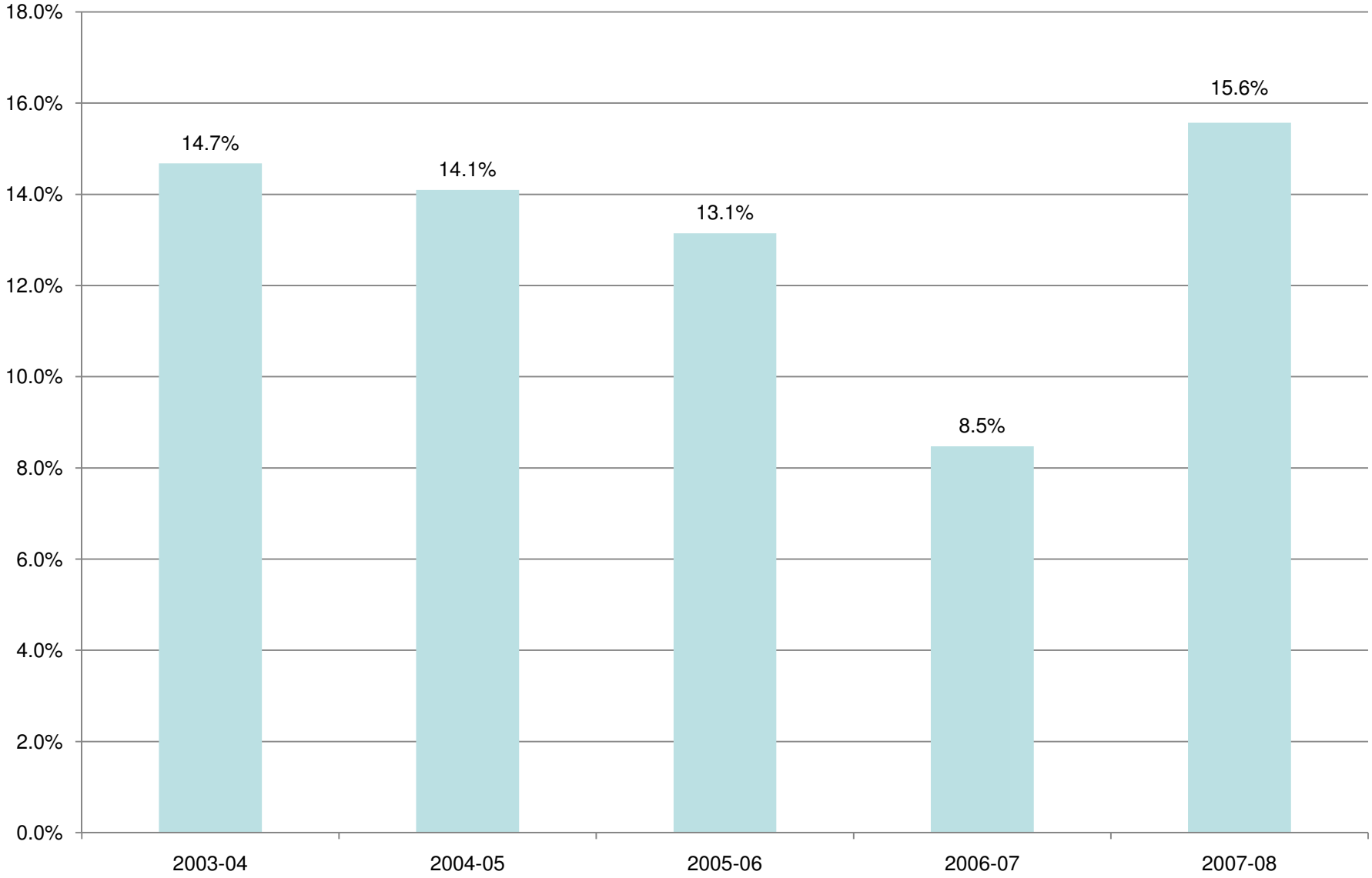
Percentage of Students in the Tip of the Triangle
(9 or more referrals)



Percentage of Students in the Top of the Triangle
(6 or more ODRs)



Percentage of Students At-Risk
(2-5 ODRs)



IPBS at Shasta Middle School

- We aren't saying we do it better, just that we are in the process of doing it, and we have data that suggests it is working.
- If there is any resource we can share to better meet the needs of your students, please ask.
- We all deal with adolescents; we will always have behavior.
- We can choose to create environments where students can be successful, or we can spend our time and energy responding to students who haven't been successful!
- …and if we can help one student be successful today, maybe he goes home tonight believing he can be successful again tomorrow.
- We appreciate and honor the work you do; be strong, you are on the right track…

Questions

- Now, it’s your turn…